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Teaching Social Studies Content Vocabulary Words To Middle-School English Learners: Vocabulary Strategies For Sheltered Instruction And Mainstream Classroom

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TEACHING SOCIAL STUDIES CONTENT VOCABULARY WORDS TO MIDDLE-SCHOOL ENGLISH LEARNERS: VOCABULARY STRATEGIES FOR SHELTERED INSTRUCTION AND MAINSTREAM CLASSROOMS

by

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CHAPTER ONE

Introduction

The goal of this project is to further educate myself on the impact vocabulary knowledge has on content understanding with the purpose of better addressing the instructional needs of students in my 8th grade sheltered-instruction US history classes. I'll create vocabulary curricula that align with one unit and will serve as a framework for further curriculum development in other units. The results of this project will be used both to inform the curriculum components of my sheltered-instruction US history classes and to provide guidance to mainstream US history teachers in the area of vocabulary development. The principal guiding question for this project is:

> *How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?*

The contents of this chapter will serve to introduce the context, circumstances, and foundational issues of this curriculum writing project. I'll provide background information on myself and explain my connection to the guiding questions. Also, this introduction will provide a rationale for writing the curriculum, and what implications the final products have for the other US history classes at my school.

The Researcher's Background and Involvement with English Learners and Social Studies Vocabulary

I have always had an interest in social studies. Motivated by a desire to continue learning about them and to work in a career where service to others was central, I

graduated in 2005 with a bachelor's degree in secondary social studies education from St. Cloud State University in St. Cloud, Minnesota. Upon graduation, I found part-time employment teaching adult English as a Second Language (ESL) classes. Through that experience I had discovered a fascination with the cultural and linguistic interactions that occur when teaching English. As a result, I obtained an ESL endorsement through Hamline, eventually returning to pursue a graduate degree in ESL.

I began teaching English Learners (ELs) at a middle school in North Dakota in 2010. Since starting, I have taught sheltered-instruction US history for seven of the past eight years that I've worked in the EL department. This has been a great opportunity to combine my two areas of interest: social studies and English learners.

New potential ELs to the district are given the WIDA Model screener to determine eligibility for EL services. Once identified as EL, these students must take the WIDA ACCESS for English Language Learners (ELLs) every year until they achieve the criteria for exiting. The four language domains of listening, speaking, reading, and writing are assessed and a composite score is tabulated. These composite scores range from a minimum of 1.0 (Entering) to a maximum of 6.0 (Reaching). State guidelines indicate that students whose composite score is above 5.0 (Bridging) are no longer designated EL and receive no special services. In my school, students whose composite score falls between 4.0 and 4.9 (Expanding) are labeled "mainstream ELs" because they receive most of their instruction from mainstream, non-EL teachers. Many of them may be placed in one EL class, normally language arts or AVID Excel, a class designed to prepare EL students for high school AVID classes and post-secondary education.

The remaining ELs that have a composite WIDA score below 4.0 are placed on the EL team. The EL department is currently made up of seven teachers, including myself, who teach ELs in the core subject areas of language arts, social studies, science, and math. We follow the model of sheltered instruction in which students are taught grade-level standards and content, but lessons are adapted for comprehensible input and include integrated language instruction aimed at improving the ELs' English proficiency.

Each year I teach two sections of sheltered-instruction 8th grade US history. One is a beginner section comprised of students at the lowest levels of English proficiency. This usually includes newcomers at WIDA level 1.0 up to the middle ranges of level 2 (Emerging). The other class is a more advanced section with students at the higher half of level 2 and all the level 3 (Developing) students. The content taught in these classes are the same, but more modifications are necessary for the beginner group to ensure comprehensible input. Also, the focus of the language instruction is, at times, adjusted to meet the different needs of each group.

My district is undergoing a shift in social studies curriculum at the middle grades. Up until now the only middle school grade that taught US history was 8th grade, focusing on the time period from the American Revolution through the US Civil War and Reconstruction Era. The decision was made to move that time period of study from 8th to 7th grade, and concentrate on post-US Civil War to modern history in 8th grade. 7th grade began that curricular transition starting during the 2017-2018 school year and 8th grade's transition will occur during the 2018-2019 school year.

As part of this transition, the focus of the 8th grade social studies professional learning community (PLC), of which I am a part, has been to write new curriculum for

use in the 2018-2019 school year and beyond. Our work has produced a scope and sequence for the entire year. My district is transitioning from traditional letter grades to standards-based grading at the middle level. As a result, we created new proficiency scales that will be used to communicate grades to parents. Finally, we developed documents for each quarter that outline the enduring understandings, essential questions, and standards being assessed. Additionally, unit guides are formulated that show the learning targets, target vocabulary words, resources, and more. Unit rubrics have been created to provide a framework to teachers when creating assessments. We consider all of these to be "living documents" which are able to be adjusted and improved by the group whenever necessary.

Having now completed the foundational aspects of this course, I'm able to use these documents to design strategic vocabulary curriculum specifically tailored to the needs of my sheltered-instruction EL students. Through researching the intersection of vocabulary instruction, English learners, and social studies, I've accumulated a list of best practices that will serve as the basis for vocabulary instruction throughout the unit.

In addition to teaching sheltered-instruction US history classes, part of my duties include offering academic assistance to mainstream 8th grade ELs through a daily 30-minute schoolwide advisory period. Mainstream EL students qualify as EL, but due to their higher level of English language proficiency they receive most of their instruction with their grade-level, non-EL peers. During that resource time, any mainstream 8th grade EL may come to me for homework help in any content area they choose. Based on my observations during these visits, one of the areas where assistance was most needed was in social studies.

One of the tasks these students were regularly given was note-taking from content in the textbook. As will be shown through the literature review, there are myriad concerns with ELs acquiring content knowledge primarily through the reading of a classroom textbook (Alexander-Shea, 2011; Beck, 1991; Brown, 2007; Harmon & Hedrick, 2000; Harmon, Hedrick & Fox, 2000; Hedrick, Harmon & Linerode, 2004). One significant reason for concern is the relationship between vocabulary knowledge and reading comprehension. "What does this word mean?" is a common question I hear while working with mainstream EL students on social studies assignments. Given my work with mainstream EL students, I feel they too would benefit from vocabulary instruction that was structured, explicit, and integrated within the US history curriculum. When completed the resources I develop through my project may be used as a template for mainstream US history teachers in my building.

Curriculum Writing Project on Social Studies Vocabulary

When brainstorming issues on which I could concentrate for my graduate project, my motivating criteria included direct application to my teaching situation, relevance to both mainstream and sheltered instruction contexts, and ease of incorporation into the curriculum writing process being undertaken by my district. By completing a project on the topic of social studies vocabulary, I am able to apply the findings to my classroom and offer suggestions to fellow staff members.

For this curriculum writing project I will develop a system to incorporate best known practices in vocabulary instruction into the content of the unit. I will focus on the first unit that occurs during the first quarter of the school year. My final product will include formative and summative assessments in a variety of formats as well as lessons

that consist of the key elements necessary for effective vocabulary instruction. My aim is to develop materials that may be applied to other units with minimal alteration. In this way, I may continue to provide research-based vocabulary instruction throughout the year. Also, the resources I create could be utilized by mainstream teachers to provide direct and meaningful instruction in the area of social studies vocabulary.

In addition to helping my instruction and that of mainstream teachers, the real impact of my work is the hope for greater development in vocabulary in ELs, in turn leading to enhanced understanding of content and improved academic success. Furthermore, the results could be useful for mainstream teachers of all content areas in my district who would like to know more about how to enrich content delivery in a way that benefits all students. I believe that district curriculum coordinators would be interested in these results, since they encourage all teachers in the use of best practices that focus on student literacy.

Summary and Preview of Subsequent Chapters

Through this introduction I've provided background information on my teaching history up to this point and specified the context in which this project is rooted. The guiding question was elicited out of problems that arose through the course of my teaching experience. The essential guiding question asks, "*How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?*" The intention is that the answers provided through this project will improve my teaching and that of mainstream teachers in my school.

In chapter two, I explore substantive research related to this topic, including: vocabulary's impact on academic content understanding, elements of social studies content and vocabulary, factors impacting EL vocabulary bases and content comprehension, and instructional strategies designed to help ELs as well as other students.

Chapter three focuses on process of creating the curriculum unit central to this project. It highlights the goals that this project seeks to achieve and provide further description of the context in which this curriculum will exist. Also, chapter three outlines the underlying frameworks used to design the curriculum and detail the many features that the final product possesses. Lastly, it sets forth the plans for implementation of the curricular materials.

The final chapter of this paper reviews the motivations that initiated this project and connects the question posed in this paper to the outcomes achieved in the final product. The significant points from the literature review are outlined and the potential implications of the project are discussed. I conclude the chapter by analyzing the limitations of this capstone project and providing recommendations for future related scholarship.

CHAPTER TWO

Literature Review

Through several years of experiences teaching and supporting English Learners (ELs) I've come to believe that a crucial hindrance to their content understanding stems from an insufficient content and academic vocabulary base. I embarked on this capstone project with the intention of developing curriculum that would serve the needs of ELs in my district's middle-school US history classes, both mainstream and sheltered-instruction. Portions of the research found address the specific instructional demands of ELs, with the understanding that proper instruction in literacy strategies serves to benefit all students. Accordingly, this research question I developed does not solely center on ELs, but encompasses the whole student population.

> *How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?*

In this chapter, I examine the connection that vocabulary knowledge has to reading comprehension and content learning. Also, I determine which vocabulary characteristics are unique to social studies content reading and the challenges that result. Next, I highlight the difficulties ELs face when confronted with content vocabulary and reading. Lastly, I accumulate a list of instructional strategies that are useful when teaching vocabulary that is central to content understanding.

The Importance of Vocabulary to Understanding Content

In their book *Building Academic Vocabulary: Teacher's Manual*, Robert Marzano and Debra Pickering emphasize the importance of vocabulary instruction on content understanding when they state, "Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school" (2005, p. 1). Numerous studies show the impact that vocabulary knowledge has on students' reading comprehension, and, consequently, on content learning (Apthorp, Randel, Cherasaro, Clark, McKeown, & Beck, 2012; Beck & McKeown, 1984; Duff, Tomblin, & Catts, 2015; Harmon, Hedrick, & Wood, 2005; Joshi, 2005; Marzano & Pickering, 2005; McKeown, & Beck, 2012; National Reading Panel, 2000; Short, Vogt, Echevarria, Liten-Tejada, & Seidlitz, 2011; Stahl & Fairbanks, 1986). Despite the widespread understanding of this strong link, research in the area of vocabulary has not received the same level of attention as that of decoding and comprehension (Joshi, 2005; Harmon et al., 2005). Even so, recent additions to the field of vocabulary research provide explanations of the challenges in this area and offer solutions to some of those challenges.

What it takes to be a successful content learner. Federal legislation on education directs schools across the country to provide all students with access to challenging educational standards, therefore equipping graduates with the necessary skills and knowledge to be prepared for immediate transition to postsecondary education or the workforce (Every Student Succeeds Act of 2015). If schools are to meet this mandate for all students, then they must present content in such a manner that it is accessible to the diverse learners found throughout every school. Like all content areas, social studies

content has unique features and challenges that may impede a student's path to learning. Details on those features and challenges will be addressed later in this literature review.

In the area of social studies, even though advances in technology allow for an increasing variety of classroom resources, textbooks remain central to most instructional practices. In fact, Jones reports (as cited in Alexander-Shea, 2011) that textbooks are the primary means of delivering content in most social studies classrooms, accounting for 85 to 95 percent of the all the resources students use to learn. Considering that an overwhelmingly majority of content is provided via textbooks, students must have the independent reading skills that match the complexity of the text if they are to understand the subject matter in the manner in which it has been made available. It stands to reason that, unless the content delivery is modified or presented through a different medium, that the prerequisite to being a good content learner is being a proficient grade-level reader.

Components of reading. Joshi (2005) explains the central components to reading ability are decoding, vocabulary knowledge, and comprehension. Decoding is the ability to recognize the letters and sounds that make up words. Vocabulary knowledge is the recognition that a word has a certain meaning. When a reader uses his or her decoding ability to recognize a string of connected words, that reader is able to comprehend, or understand, the meaning of that phrase. Through this process, vocabulary knowledge serves as the connection between decoding and comprehension.

Vocabulary's link to comprehension. As stated earlier, research shows that vocabulary knowledge has a direct, causal relationship to reading comprehension (Apthorp, Randel, Cherasaro, Clark, McKeown, & Beck, 2012; Beck & McKeown, 1984; Duff, Tomblin, & Catts, 2015; Harmon, Hedrick, & Wood, 2005; Joshi, 2005; Marzano

& Pickering, 2005; McKeown, & Beck, 2012; National Reading Panel, 2000; Short, Vogt, Echevarria, Liten-Tejada, & Seidlitz, 2011; Stahl & Fairbanks, 1986). To be able to fluently read a given text, one must possess a certain level of related vocabulary knowledge in order to comprehend what one is decoding (Joshi, 2005). Beck and McKeown further characterize the connection between vocabulary and comprehension stating that readers require "accuracy of word knowledge, fluency of access to meanings in memory, and rich semantic network connections among related concepts" (1984, p. 11). Lacking these vocabulary skills impedes a learner's ability to fully comprehend a given text. Conversely, the greater vocabulary base that a student possesses, the better chance her or she has to comprehend the text, thereby increasing his or her likelihood of learning the content (National Reading Panel, 2000).

Thankfully, teachers can provide instruction in vocabulary content and teach skills that can positively impact students' comprehension. In a study by Apthorp et al., ten to twenty minutes of daily targeted vocabulary instruction elicited improvements in reading comprehension, even when accounting for increased instructional time devoted to vocabulary (2012). However, it is important to note that for vocabulary instruction to have a maximal effect on reading comprehension, words selected for focused lessons must immediately relate to the content of the text being read (Apthorp et al., 2012, Glasgow & Farrell, 2007). Later sections in this literature review will highlight additional studies that show the positive effects strategic vocabulary instruction methods have on student comprehension.

Two studies sought to investigate the underlying relationship between comprehension and vocabulary and the results clearly illustrate the wide disparity

between students with low vocabulary knowledge and those with a more developed vocabulary. Cunningham and Stanovich (as cited in Joshi, 2005) demonstrate that early vocabulary knowledge is a major determinant of high school reading skills; Duff et al (2015), show that students with advanced word-reading skills accumulate greater vocabulary knowledge than peers with average or low-level word-reading skills. The authors characterize this difference as an example of a phenomenon called the Matthew effect, a scenario in which advantages and disadvantages accumulate over time. This is, while all students increase their vocabulary knowledge as they progress through school, students with advanced reading skills do so at a faster rate. Therefore, over time, they develop a significantly larger vocabulary base relative to peers with lower reading skills.

Given the limited instruction time each school year and the vast number of vocabulary words, it would be impossible for teachers to directly instruct students on all the vocabulary words that are necessary to be a proficient reader (Duff et al., 2015; Joshi, 2005; Marzano & Pickering, 2005, NRP, 2000). Students also learn new words through verbal interactions and independent reading opportunities, either within school or outside of school.

Differences in the ability of students to learn vocabulary through independent reading exist. While lower-skilled readers are still struggling to decode, thus impeding their comprehension and lessening their chances for incidental vocabulary acquisition, advanced readers are reading more with more frequency while simultaneously selecting progressively more difficult texts, consequently exposing themselves to more challenging vocabulary and greater opportunities to learn vocabulary words through independent reading (Duff et al., 2015).

To further illustrate the connection between vocabulary and comprehension, consider the following example. A fluent English reader is given a Spanish novel to read. No pictures are present to provide context. This English speaker has a very limited knowledge of the Spanish language and related cultural features. As she begins to read the first page of the novel, she is able to sound out the words on the page with some degree of accuracy. Continuing through the pages, she recognizes a few familiar character names and some Spanish-English cognates, but cannot recognize the bulk of the words present. It is clear that the main impediment to her comprehension of the text is her lack of Spanish vocabulary knowledge. Were she to be given a Spanish-to-English dictionary, she could slowly and tediously decipher much of, but not all, of the meaning of the text. If she were to take a year of beginner Spanish lessons, a much greater amount of the text would be readily understood by her. To change the scenario, were she to be a fluent Spanish speaker, then certainly the automaticity with which she could recognize words would likely cause comprehension of the text to be wholly accurate.

Vocabulary and comprehension's link to content understanding. Classroom content is taught, and consequently learned, through academic language, so to fully understand a concept being taught one must have the vocabulary knowledge to access the essence of that concept (Short et al., 2011). For example, to have a deep understanding of the process that is undertaken to ratify an amendment to the United States Constitution, a student must know a number of related vocabulary words and the concepts they represent. Figure 1 contains a list of many of the vocabulary words and concepts connected to the process of amending the United States Constitution.

amend/amendment	ratify/ratification	Constitution	federal government

Senate/Senator	House of Representatives	legislative branch	Congress
president	executive branch	propose/proposal	vote

Figure 1 Sample vocabulary list on the United States Constitution.

To teach the process of amending the Constitution, teachers need to draw upon these words and concepts. For students to show they have understood the topic, they need these words to express their understanding. It would be inadequate for a student to simply say, "An amendment is a change to the country's laws." This does not show a depth of knowledge about the topic, nor meet the rigorous expectations of high-order cognitive tasks that teachers expect students to fulfill. Several articles expressed this idea that students require a conceptual grasp of the vocabulary to learn and express their understanding of the content (Apthorp et al., 2012; Beck & McKeown, 1984; Joshi, 2005; Marzano & Pickering, 2005; Short et al. 2011; Stahl & Fairbanks, 1986).

Categories of vocabulary words. In an effort to determine the relative importance of a word, several researchers have developed various systems of word categorization that are useful to reference when discussing the selection of vocabulary. Figure 2 includes some of those approaches that have been used in research studies over the years. A common element across the systems is that there are necessary words that apply to the subject being discussed, in this case social studies, and other words that apply to a wider variety of academic contexts. It would be beneficial to utilize this information when establishing selection criteria for words in a subject.

Resource	Categorization of vocabulary

Beck & McKeown, 1984	Three tiers of vocabulary words 1. Basic words - unlikely need for instructional focus 2. General utility – high frequency and not specific to one domain 3. Domain specific – very low frequency
Harmon et al., 2000	Categorization of words for data collection and analysis, as found in a selection of social studies textbooks 1. General terms – words that could be found in a many different genres 2. Technical words – including multiple-meaning and domain-specific words related to social studies content 3. Specific words – names for events, places, and people with a specific referent
Short et al., 2011	Academic language 1. General academic words 2. Subject-specific words

Figure 2 Frameworks for the categorization of vocabulary words.

Broad vocabulary knowledge is essential to comprehending social studies content. Students with limited vocabulary knowledge will struggle to contextualize their learning and a have limited ability to express their understanding. Social studies teachers must be aware of the idiosyncrasies of social studies and cross-curricular academic vocabulary in order to teach students vocabulary and vocabulary learning skills.

Features of Social Studies Content Vocabulary and Academic Vocabulary

There are several unique features of social studies vocabulary which can affect the way students learn, the manner in which textbooks are written and understood, and the approach teachers should take when instructing. Additionally, it is important that students know academic vocabulary words that are used within social studies as well as across all other content areas. Academic language is the means through which content learning takes place (Short et al., 2011) and breadth and depth of understanding is lost in its absence.

Specific features of social studies vocabulary. A variety of features exist in social studies vocabulary words that make them particularly challenging for readers. They occur with less frequency within the subject text and rarely do so outside of the genre. Harmon and Hedrick explain that "many content area words are labels for concepts that cannot be adequately portrayed in any one definition" (2000, p.156), and Brown characterizes the words found in social studies to be "highly technical and abstract" (2007, p. 186). Content learning often relies on terms that are proper nouns which refer to specific people, places, or events. Also, many social studies content words Greek or Latin roots or word parts. Words can often be specific not only to social studies, but to areas within the domain of social studies. For example, *longitude* is much more likely to appear often within a geography text, but quite rarely within an economics text. Multiple-meaning words, also called polysemous words, can appear in social studies texts with one meaning, while having a different meaning in science (Harmon & Hedrick, 2000; Harmon et al., 2005). *Revolution* within the context of history means something quite different than it does in astronomy.

Issues with social studies textbooks. In addition to the difficulties related to social studies vocabulary at the individual word level, the discourse of social studies textbooks often poses further difficulties for struggling readers (Alexander-Shea, 2011; Beck, 1991; Brown, 2007; Harmon & Hedrick, 2000; Harmon, Hedrick & Fox, 2000; Hedrick, Harmon & Linerode, 2004). In fact, the difficulty of social studies texts is such that they are often written at a much higher grade-level than is that for which they are meant, according to Jitendra, Edwards, Sacks, and Jacobson (as cited in Brown, 2007). Other factors contributing to the complexity of social studies texts include inadequate context and background building, and a low frequency of instances in which students are exposed to target vocabulary (Brown, 2007; Harmon & Hedrick, 2000). Considering that most current social studies texts do not adequately scaffold content for grade-level or below-grade-level readers, it is crucial for social studies teachers to provide comprehensive vocabulary instruction in order to compensate for shortcomings of instructional materials.

As highlighted earlier in this chapter, social studies teachers rely heavily on textbooks for content delivery (Alexander-Shea, 2011). Teacher editions of textbooks often include suggestions on vocabulary instruction, but numerous studies show that these activities lack depth, are of poor quality, are too infrequent, and offer limited instructional value in the area of vocabulary development (Alexander-Shea, 2011; Beck, 1991; Harmon et al., 2000; Hedrick, Harmon & Linerode, 2004; Reutebuch, 2010).

The difficulty of individual social studies content vocabulary words and the deficiencies that exist in social studies textbooks therefore impede struggling readers' ability to access the content they are charged with learning. Given these problems, it is

incumbent upon social studies teachers to be aware of such issues and be prepared to provide proper instruction to aid in the delivery of content. Furthermore, considering the likelihood that a social studies teacher may have ELs in his or her class, he or she should have the knowledge to deliver comprehensible content to all students, regardless of the student's background. Later sections will discuss the many strategies teachers may use to combat the shortcomings found in social studies texts.

Issues Related to Teaching Vocabulary to English Learners

When Congress replaced the No Child Left Behind Act of 2001, key provisions were added to establish equitable expectations for ELs. Title III, Part A, Section 3102 of the Every Student Succeeds Act of 2015 includes two statements that express the purpose of these additions:

> (1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
>
> (2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1). (2015, p. 1954)

According to the Office of English Language Acquisition (2017), about 9.6%, or close to half a million, of the 4,806,662 kindergarten through 12th grade students in the

United States during the 2014-2015 school year were classified as ELs. Of course, districts across the country differ greatly in the degree to which ELs are enrolled in their schools and there exists a wide variation in instructional models that schools use to teach ELs. Given the data accumulated in the report above, it is quite possible that most teachers, at some point in their careers, will have an EL in class; it is even more possible that they will have many ELs. Cruz and Thorton claim that social studies can often be one of the first subjects that ELs may be placed in when transitioning into mainstream content classes (2009). Taking into consideration the likelihood that a mainstream social studies teacher will have ELs in class, coupled with the commission set forth by legislation on the educational expectations of these students, it becomes apparent that teachers must have the skills and knowledge to provide comprehensible content to all students.

EL-specific struggles. For the purpose of discussing how students may acquire academic background knowledge outside of the structured setting of school, Marzano classifies students: those from academically advantaged environments and those from academically disadvantaged environments (2005). Students from academically disadvantaged environments begin school with less background knowledge and limited vocabulary bases, a problem that has compounding effects as their time in school progresses (Brown, 2007; Duff et al, 2015; Joshi, 2005; Marzano & Pickering, 2005; Reutebuch, 2010). Many ELs face these challenges and more. They often have limited or interrupted formal education (Fránquiz & Salinas, 2013) and are trying to learn English while also learning content, a factor even more difficult for students who enter the United States during their secondary years (Brown, 2007; Reutebuch, 2010). While a new EL is

still learning to read, he or she must focus more attention on decoding than on vocabulary (Joshi, 2005), therefore slowing the rate at which he or she can read and learn the content.

Another hurdle that ELs must overcome is the learning of academic vocabulary. It is a common misconception that students who can carry on social conversations are fully equipped to learn content and express their understanding. In reality, a student's social language ability, or basic interpersonal communicative skill (BICS), is quite separate from his or her skills with academic language, or cognitive academic language proficiency (CALP) (Cummins, 2008).

In addition to understanding the distinction between BICS and CALP, it is important for educators to know that not all words are understood in the same way and to the same degree. Many studies have investigated vocabulary acquisition to determine how to measure or express the degree to which one truly knows a word (Anderson & Freebody, 1981; Beck & McKeown, 1984; Gardner, 2013; Joshi, 2005; NRP report, 2000; Stahl & Fairbanks, 1986). In discussing the topic of vocabulary, it is important to highlight the various ways that researchers have examined what it means to know a word. Figure 3 shows a variety of frameworks that have been used to delineate a vocabulary learner's level of word understanding. A majority of frameworks express degrees of knowing by whether the individual can properly recognize a word's meaning and if he or she can use that word through some form of production. Other additional considerations exist in several of the frameworks. More discussion on how this relates to the language learning of ELs will take place in a later section.

Resource	Categorization of the level of vocabulary knowledge

Anderson & Freebody, 1981	Related words are acquired in order of complexity
Beck & McKeown, 1984	There exists a continuum of vocabulary knowledge
Stahl & Fairbanks, 1986	Depth of understanding 1. association 2. comprehension 3. generation
NRP report, 2000	Receptive and productive
Joshi, 2005	Receptive versus expressive vocabulary
Gardner, 2013	Five major relationships that exist between labels and concepts in language learners' developing lexicons 1. Known labels and known concepts 2. New labels and known concepts 3. Similar labels and known concepts 4. Known labels and new concepts 5. New labels and new concepts

Figure 3 Various frameworks for understanding levels of word knowledge.

In addition to academic vocabulary deficiencies, ELs may still lack knowledge of a number of more basic words and idioms that their native English speaking peers already

have mastered (Calderón, 2007). Therefore, mainstream teachers must be able to differentiate instruction, based on students' language proficiency level, to provide them with comprehensible input, allowing them to express their understanding in a structured manner (Ballantyne et al., 2008; Cruz & Thorton, 2009). Mainstream teachers must be aware of these issues in order to properly address the language needs of their ELs. It is important to bear in mind that implementing strategies that help ELs acquire content knowledge and vocabulary are also best practices that can help all struggling readers, regardless of linguistic background (Brown, 2007).

Understandably, not all teachers, social studies or otherwise, are comfortable with the integration of literacy strategies into the class curriculum. Many do not yet have the training needed to teach and assess students in the areas of reading and writing. It would be excessive to expect every social studies teacher to be fully versed in the minutiae of linguistics, language learning, and literacy education. Thankfully, there exists a wealth of information related to strategies and best practices that may aid mainstream teachers in the delivery of content and approach to vocabulary instruction.

A Review of Vocabulary Instructional Strategies

Harmon et al. assert that teachers would agree "that they frequently and consistently teach vocabulary words, but see little positive results from all their efforts" (2005, p. 264). Research related to vocabulary and social studies textbooks show that vocabulary activities suggested in teacher's editions are inadequate in depth and number of repetitions (Alexander-Shea, 2011; Beck, 1991; Harmon et al., 2000). Research by Hedrick et al. went further by showing that secondary social studies teachers often used the outdated vocabulary strategies found in their textbooks, despite reporting an

understanding of current views on vocabulary teaching (2004). It stands to reason that teachers relying on ineffective methods would elicit poor educational outcomes, but outcomes improve when teachers are provided with vocabulary strategies through a professional development process that incorporates structured lessons and targeted feedback (Rimbey, McKeown, Beck, & Sandora, 2016). Many studies show the need for teachers to implement vocabulary instruction strategies and best practices into their curriculum (Brown, 2007; Fránquiz & Salinas, 2013; Harmon et al., 2005; Hedrick, Harmon & Linerode, 2004; Reutebuch, 2010). Figure 4 in this section highlights a selection of research-based vocabulary instructional methods. While it is not exhaustive and does not include all the details of each strategy, this list can be useful in finding methods that support all kinds of learners. It is important to remind teachers that vocabulary instruction will only be effective when the target vocabulary is connected to the content intended to be read (Apthorp et al., 2012, Glasgow & Farrell, 2007).

Strategy	Resource
Adaptation and revision of content texts to make them more comprehensible to struggling readers	Cruz & Thorton, 2009
Scaffolds for the reading process, including: teaching text structures and embedded supports, context clues	Cruz & Thorton, 2009 Harmon et al., 2000 Hedrick et al., 2008 Joshi, 2005
Target tier 2 vocabulary words that hold general	Apthorp et al, 2012

utility across content areas	Beck & McKeown, 1984
Rich and direct vocabulary instruction, including: higher order questioning, engaging students in active processing and genuine production of information related to the vocabulary	Alexander-Shea, 2011 Apthorp et al, 2012 Cruz & Thorton, 2009 Donnelly & Roe, 2010 Harmon et al., 2000 Hedrick et al., 2008 Joshi, 2005 McKeown & Beck, 2012
Activating prior knowledge on a given topic	Alexander-Shea, 2011
Pre-teaching vocabulary words, including: student-friendly definitions, synonyms and antonyms, word parts, word origins, graphic organizers and visual representations of target vocabulary, semantic/structural analysis of target vocabulary, concept mapping	Alexander-Shea, 2011 Apthorp et al, 2012 Beck & McKeown, 1984 Calderón, 2007 Cruz & Thorton, 2009 Glasgow & Farrell, 2007 Harmon et al., 2000 Hedrick et al., 2008 Joshi, 2005 Marzano & Pickering, 2005 Rimbey et al., 2016

Use of sentence stems to scaffold students' ability to generate meaningful content related to vocabulary words	Donnelly & Roe, 2010 Short et al., 2011
Teaching targeted vocabulary words in context	Calderón, 2007 Rimbey et al., 2016 Stahl & Fairbanks, 1986
Frequent, structured opportunities to use and review target vocabulary, including: discussions, writing	Calderón, 2007 Harmon et al., 2000 Joshi, 2005 Marzano & Pickering, 2005 Rimbey et al., 2016 Short et al., 2011
Self-paced access to content	Cruz & Thorton, 2009
Vocabulary games	Marzano & Pickering, 2005
Student-generated definitions	Alexander-Shea, 2011 Marzano & Pickering, 2005
Student self-monitoring of vocabulary learning	Marzano & Pickering, 2005 Short et al., 2011
Structured independent reading time	Joshi, 2005

Use of technology such as online dictionaries and thesauri to scaffold vocabulary learning	Clay, Zorfass, Brann, & Kotula, 2009

Figure 4 A list of best practices in vocabulary instruction.

The strategies on this list can be divided into a few distinct categories. First, those related to addressing the need for comprehensible input. This includes adapting textbooks to be more easily read by students, varying the manner in which content is presented as to not rely solely on a textbook, and targeted vocabulary word selection. Second, strategies that focus on initial teaching of the vocabulary word which would include - pre-teaching activities, student-generated definitions, activating prior knowledge, among others. Next, and often overlooked in teaching are repeated and meaningful interactions with the vocabulary words to build understanding and confidence. Lastly, there are strategies that provide students the tools to learn vocabulary on their own while reading independently. These are very important given the number of words that students need to learn over the course of their school years. What is clear is that content teachers need to know how to properly teach vocabulary in order to make the content they teach understandable to their entire class. This vital component of teaching helps all students achieve.

Studies show the substantial need in students for a broad content and academic vocabulary base (Apthorp, Randel, Cherasaro, Clark, McKeown, & Beck, 2012; Beck & McKeown, 1984; Duff, Tomblin, & Catts, 2015; Harmon, Hedrick, & Wood, 2005; Joshi, 2005; Marzano & Pickering, 2005; McKeown, & Beck, 2012; National Reading Panel, 2000; Short, Vogt, Echevarria, Liten-Tejada, & Seidlitz, 2011; Stahl & Fairbanks, 1986). This prior knowledge is required in order to access the content that teachers are

responsible for teaching and greatly influences student understanding and success. As I examine vocabulary instruction through my project, I need to fully understand the importance that vocabulary plays in content learning.

This project will seek to connect the topic of social studies content vocabulary with English language acquisition, describe its impact on content understanding, and highlight best practices in the area of vocabulary instruction. By examining these topics, I am prepared to undertake two key tasks central to my goals: apply my understanding to my sheltered instruction classroom, and offer recommendations and assistance to mainstream teachers of ELs.

The Gap

I've been teaching middle school sheltered instruction US history for seven of the eight years at my current school. In addition, I have a resource time each day dedicated to mainstream, but not exited, EL students in 8th grade. Through my experience I've seen that one of the major obstacles of social studies content comprehension is their underdeveloped vocabulary bases, relative to their native English-speaking peers. Research shows the cumulative effect that a student's reading deficiencies have on his or her ability to learn new vocabulary, i.e. the Matthew effect (Joshi, 2005). Clearly, this effect will be greatly compounded for those students who don't begin to learn to speak or read English until they arrive in the United States in late elementary or middle school (Duff et al., 2015). Since most ELs in my building had a delayed start in learning to speak and read English, this effect is pronounced. In order for EL students to have full access to the content they are charged with learning, the issue of vocabulary deficiencies must be addressed.

As social studies teachers continue to use textbooks as a main means of content delivery, we must recognize the barrier to content understanding that may result for students whose reading skills are insufficient for the task of independent reading. This recognition should compel us to take action. We must provide scaffolds to ensure barriers to content understanding can be overcome. We must move beyond the stale and inadequate vocabulary activities that accompany history textbooks. Teachers have an opportunity to effectively teach vocabulary through strategic and targeted instruction. If the vocabulary lessons focus on words that directly apply to the content and are taught utilizing best practices, the benefits of such instruction will extend to all readers, not just ELs. Many teachers may not feel capable of building their own vocabulary lessons, but they acknowledge the need for better strategies.

Through the efforts put forth in this project, I will apply the research I've described in this chapter on vocabulary, ELs, and social studies to the US history content that my colleagues and I have established as we wrote new curriculum materials this past year. In an endeavor to address the concerns I've outlined in this chapter, I will develop a framework for integrating effective vocabulary instruction into the curriculum that has already been created. Although I will tailor the work to fit the needs of ELs in my sheltered instruction classrooms, I also hope to make recommendations and offer resources to mainstream social studies teachers regarding their vocabulary instruction. Since I meet with them on a weekly basis for our PLC, I know I will have time and opportunity to follow through with this.

Research Question

By engaging in this project, I seek to answer the following question:

How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?

Summary

Through this chapter I've addressed the importance of vocabulary to comprehension and content learning. Research summarized in this chapter suggests that deficiencies in vocabulary knowledge have a negative impact on students' content understanding. These deficiencies are compounded by the inherent features found in social studies vocabulary, and even further by the manner in which textbooks, the main means of content delivery, are written. When considering the needs of ELs, teachers must have some knowledge of how to teach vocabulary and then follow through by providing comprehensible input, relevant engagement and practice with target vocabulary, and scaffolded means for them to express their understanding of content through the use of that vocabulary.

Through studying these foundational topics I've come to a clearer understanding of these issues, and am therefore better positioned to undertake the curriculum writing portion of this project. I will start by selecting vocabulary words necessary to the understanding of the unit's content and related readings. I will consider the words chosen through the curriculum writing process that has taken place with mainstream teachers, and add further words that may be necessary for my sheltered instruction students. Based on these selected words, I will write a variety of formative and summative assessments. Finally, I will write lesson plans that utilize best practices in vocabulary instruction and create the documents and resources necessary for implementation. After all this has

taken place, I should have sufficient information to enhance the curriculum in my sheltered instruction classes, and provide insight and recommendations to mainstream teachers regarding their EL students and vocabulary instruction.

CHAPTER THREE

Project Description

As described earlier in this paper, my district has decided to make drastic changes that impact the 8th grade US history classes that I teach. One change affecting all middle-level courses is the transition from a letter-based grading system to a standards-based grading system. The other change is the shift in the subject and time period taught in 7th and 8th grade social studies. I view these changes as an opportunity to apply the knowledge I have gained through my graduate courses in order to improve my teaching and that of other social studies teachers in my district. The aim of my project was to design vocabulary curriculum that aligns with my district's new 8th grade US history unit plans. The following research question has set the focus of this project and its intended outcomes.

> *How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?*

Since I teach US history to English learners (ELs), the classroom model I employ is that of a sheltered-instruction classroom. By following the sheltered-instruction model, I teach grade-level content with additional linguistic accommodations and lessons that are designed to meet the needs of my limited-English-proficiency students. The goal in these classes is to increase students' English proficiency while still providing access to the curriculum taught to their English-proficient peers. The vocabulary curriculum that I developed through this capstone project is specific to the sheltered-instruction courses I

teach, but include features that should be easily adaptable to the mainstream classes in my district.

Overview of the Chapter

This chapter explicitly describes all facets of my curriculum development project from origin to completion. First, I will provide a brief overview of the components of the project. Second, I will present the goal of the project and the basis for choosing it. Third, I will describe the context of the project, including the setting and audience. Then, I will identify the educational frameworks that influence the project's structure and provide a rationale for selecting said frameworks. I will show how features of each will be utilized in the creation of the final product and detail each component of the final unit plan. Finally, I will outline the steps necessary for its completion and implementation.

Overview of the Project and its Goals

The development of this vocabulary curriculum project is the result of experience and opportunity. I have taught middle-school ELs of all levels of English proficiency for over eight years. Throughout that time I have observed that many ELs lack a sufficient vocabulary base that is necessary for successful content understanding, especially in the area of social studies. Although I have taken several classes and attended many conferences and workshops where I learned useful literacy strategies, I sometimes struggle to find the time to fully integrate this knowledge into my lessons. Given the impending changes that will affect my sheltered-instruction social studies classes, I wanted to take advantage of this structured opportunity to focus my time and efforts towards improving my classes. Through creating curriculum that is focused on teaching

vocabulary words that align with the new content, I am able to start the school year with increased confidence and purpose.

When I began this project, I didn't want the work I did to solely benefit myself and my classes. I also wanted my completed work to be easily adaptable to other classrooms, specifically the mainstream counterparts to my sheltered instruction classes. Through completing this project I have produced work that may serve as a template for other teachers to follow, so they too can improve their vocabulary instruction. I am very thankful for the chance to make something that meets the needs I have been striving to fulfill.

The final product of this project is a comprehensive vocabulary curriculum for the first unit of the year in my sheltered-instruction US history classes. I began with unit materials that, in conjunction with the other eighth grade social studies teachers and district curriculum coordinators, had been developed for use in the mainstream, non-sheltered-instruction social studies classrooms. Through this process I wrote language targets based on the unit learning targets, identified vocabulary words that are most pertinent to the learning targets of the unit, created formative and summative assessments to measure student learning, sought vocabulary teaching strategies proven to be effective when teaching new words, wrote detailed lesson plans, and created accompanying materials to be used during instruction.

The completed curriculum plan does not address the teaching of all the unit content, but instead shows how the vocabulary words related to that content should be taught, reviewed, and assessed. Despite this distinction, since vocabulary is necessary

both for instruction and student expression of understanding, the completed project does encompass a significant majority of what will be taught in this unit.

Context for this Curriculum

Setting and audience. The resulting curriculum plan will be implemented in an upper Midwest urban middle school (grades 6-8) with a total student population around 1300. A variety of language communities are present of which the largest groups are Somali and Nepali, with numerous others linguistic groups represented. The total school EL population is between 7-9% each year, with the 2017-2018 school year beginning with roughly 100 identified ELs. In this school, students with a 3.9 or lower overall score on the World-Class Instructional Design and Assessment (WIDA test) take most of their core classes from the team of seven EL-certified teachers, of which I am a part. My colleagues and I work together to teach these EL students the "core" classes of language arts, math, social studies, and science through a sheltered instruction model. Part of my role on the EL team is to teach the eighth-grade social studies. The curriculum written for this capstone project is primarily meant for this group of students.

Not all ELs in my building are placed on the EL team for all their "core" classes. Most students with a score between 4.0 and 4.9 on the WIDA test are placed in one sheltered-instruction class, either language arts or an AVID Excel elective and also have access to a EL teacher during the school's daily thirty-minute resource time. These ELs who are not in my sheltered-instruction US history classes are instead taught by mainstream social studies teachers. It is these teachers who are the secondary audience for this curriculum project. Through our continued collaboration on curriculum, I intend to provide guidance to them on the issue of incorporating vocabulary instruction into

their lessons. The results of this will hopefully have a positive effect on EL students in these mainstream classes.

Technology. Students in the school use district-issued electronic devices in most of their classes. These devices have tablet and laptop capabilities with access to Microsoft 365 software as well as many other district-licensed applications. Given this resource, I now use Microsoft OneNote as the primary location for classroom materials. Most portions of the project curriculum will be placed there and shared with students.

Frameworks and Project Description

There are four curriculum design frameworks that influenced this project. Each has its own central theme and varied particularities, but the differences among them are not contradictory. I gleaned from each source a specific approach that guided a portion of my project. In order to ensure that my final product possessed the essential components of these resources, I made a table that listed each component and stated how I planned to apply that to my project (see Appendix A). In all there were twenty-four instructional characteristics, some which were further subdivided for additional specificity. By melding the concepts espoused by these frameworks, I hope to address the distinct goal that my research question seeks to meet.

The first curriculum design framework I will discuss comes from *The understanding by design guide to creating high-quality units* (Wiggins & McTighe, 2011). The authors state that sound units are created through purposeful "backward" planning that occurs through three distinct stages: desired results, evidence, and learning plan. In this way educators wait until the end to plan specific activities and strategies that we intend to use. To begin the process we must first identify the desired outcomes we

intend for students to achieve. This is done through the identification of standards and the establishment of clear objectives. Next, we decide how we will assess student understanding of the determined outcomes. Wiggins and McTighe (2011) distinguish two forms of assessments: performance tasks and other evidence. Performance tasks are opportunities for students to display their understanding through the application of their learning to new and authentic situations. Performance tasks often take the form of culminating projects or tasks that encompass multiple learning goals. Other evidence refers to the various different assessments that may be used to determine students' level of knowledge and understanding. Finally, we generate lesson plans that are aligned with the first two steps. By doing this we ensure that classroom instruction supports the underlying goals of the course rather than being a series of disparate and meandering activities.

In the remaining portions of this section I will continue to highlight the features of my chosen curricular frameworks and how they serve the project's goal of integrating best practices in vocabulary instruction. To properly explain the the backwards design process, the information is organized following the three stages put forth in the *Understanding by Design* (*UbD*) framework: desired results, evidence, and learning plan.

Desired results. The *Understanding by Design* (*UbD*) framework and its central idea of backwards design was highly influential. By first identifying the end goals of the curriculum units I was able to be more purposeful at each subsequent step of the process, ensuring that the work I created reflects the overall goals while avoiding time-filling activities that do not meet state standards or the needs of my students.

In recent years my district has implemented multiple professional development opportunities focused on the text *Classroom Assessment for Student Learning: Doing it Right - Using it Well* (Chappuis, Stiggins, Chappuis, & Arter, 2012). *CASL*, as it is commonly referred to in my district, shares some foundational features with the *UbD* framework discussed previously, while concentrating more specifically on the assessment step in curriculum writing. Although worded differently, *CASL* also advocates "backward" curriculum design, which emphasizes the importance of starting the curriculum writing process by identifying the outcomes that are desired by instruction (Chappuis et al., 2012).

As part of the district-led process of writing new curriculum for the 2018-2019 school year, portions of the desired results stage were completed outside of my capstone project. The work of identifying content standards, enduring understandings, essential questions, and learning targets took place during the last school year when I, along with the mainstream eighth grade social studies teachers and district curriculum coordinators, began to prepare for the changes in curriculum that will soon take place.

At this point I think it is important to briefly address the standards on which this curriculum is built. In North Dakota the current K-12 social studies standards have been in effect since 2007. The state will begin the process of reviewing and revising these standards during the fall of 2018. Anticipating this potential change, curriculum coordinators in my district determined that we should also use The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History published by the National Council for the Social Studies (National Council for the Social Studies, 2013). They felt

that these standards, referred to as the C3 standards, would heavily influence changes that could occur once North Dakota completes the standards review and revision process. Therefore, they felt that including these standards would minimize the need to rewrite the curriculum materials that our district created previous to this. Figure 5 shows how each standard is preceded by a code consisting of a string of numbers, letters, and punctuation. The standards which begin with "8" are North Dakota state standards and those that begin with "D2" are C3 standards.

Standards Assessed in Quarter 1: Includes North Dakota State Standards and College, Career, and Civic Life (C3) Framework for Social Studies State Standards from the National Council for the Social Studies

D2.Eco.1.6-8 Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.2.6-8 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

D2.Eco.3.6-8 Explain the roles of buyers and sellers in product, labor, and financial markets.

D2.Eco.4.6-8 Describe the role of competition in the determination of prices and wages in a market economy.

D2.Geo.5.6-8 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.6.6-8 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

8.2.11 Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history

D2.Civ.1.6-8 Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

8.2.10 Analyze the rationale for western expansion and how it affected minorities (e.g. reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act)

8.2.9 Analyze the impact of immigration on the United States (e.g., labor pools, ghettos)

D2.Civ.14.6-8 Compare historical and contemporary means of changing societies, and

promoting the common good.

Figure 5 State and C3 Standards for Quarter 1.

The proficiency scales written by my colleagues and I have four content categories that align with state standards. These categories are Geography, History and Culture, Economics, and Government and Citizenship. The same standards codes described in the previous paragraph are also found in proficiency scales (Appendix B). The proficiency scales are intended as the main means of communicating student outcomes to parents once the transition to standards-based grading is completed in 2019-2020. The statements on the proficiency scale are meant to be concise and broad so as to encompass the focus of the quarter's content goals.

Following the creation of the proficiency scales, the group developed a list of enduring understandings and essential questions to further specify the outcomes for the quarter (Appendix C). Then, the quarter was separated into units following common themes. The three units in quarter one are Westward Expansion, Industrialism/Progressivism/Immigration, and Imperialism. I chose to focus my work on the Westward Expansion unit because it is the first of the school year. By doing this I will establish the vocabulary instructional strategies that will continue throughout the remainder of the school year.

Once units were delineated, our group wrote broad learning targets that showed the intended student outcomes for each unit. Next, rubrics were designed that aligned the learning targets with the categories on the proficiency scale (Appendix D). These rubrics are meant to serve as a foundational document for creating summative assessments. It was these rubrics which I used to begin the process of creating the vocabulary

curriculum. I rewrote the learning targets in the rubrics to be student-friendly versions that would be better understood by my ELs (Appendix E).

Now that I had learning targets written in a form more accessible to my students, I created the vocabulary list. Based on information from several sources, I tried to select words that would be classified as "tier 2" words (Apthorp et al, 2012; Beck & McKeown, 1984). These kind of words are general enough for to be applicable to multiple content areas and are not bound to the specific context being taught. Given that my students are still in striving towards English language proficiency, these words were of more importance than the narrowly specific words that were chosen for instruction in the mainstream classrooms. There were only four words that were included on both lists: transcontinental, time zone, homestead, and reservation. I also wanted to include words that allowed for specific types of vocabulary instruction, so I chose some words that could be used to teach certain word parts. The words transcontinental and transform are used to teach about prefixes, specifically the *trans*- prefix. The list, shown in Figure 6, provides many other possibilities for building vocabulary skills through teaching word parts.

Additional EL Vocabulary	
1. assimilation 2. battle 3. cattle 4. defeat 5. economy 6. expansion 7. homestead 8. immigration 9. minority groups 10. ranches	13. settlement 14. statehood 15. territory 16. time zone 17. transcontinental (teach trans- prefix) 18. transform (teach trans- prefix) 19. treaties 20. tribe 21. tribal

11. reservations 12. settle	

Figure 6 Unit 1 vocabulary list for sheltered-instruction EL classes.

Vocabulary-specific learning targets are not written in these district materials, so I wrote language targets that addressed that area. To create language targets I referenced the curricular framework found in *Making Content Comprehensible for English Learners: The SIOP Model* (Echevarria, Vogt, & Short, 2008). The Sheltered Instruction Observation Protocol, or SIOP, model is a framework for creating and delivering lessons to ELs in sheltered-instruction classrooms (Echevarria, et al., 2008). This model provides guidance for teachers to effectively and simultaneously teach content understanding and language development to students who have not attained the level of English-language proficiency necessary for success in mainstream classes. The learning targets I wrote address all four language domains: listening, speaking, reading, and writing. For this project I used the label "language targets" as a substitute for the SIOP term "language objectives" in order to align with district documents. These language targets focus on supporting the unit content targets and the goal of teaching vocabulary effectively. I amassed a sample list of language targets that connected to vocabulary instruction and this curriculum unit (Appendix F). The specific language targets used in the final unit plan are found in each of the daily lesson plans.

Evidence. Both *UbD* and *CASL* clearly state the importance of utilizing assessments that are aligned with unit learning targets. Formative assessments must be frequent in order to inform the effectiveness of instruction and determine whether reteaching is necessary (Chappuis et al., 2012; Wiggins & McTighe, 2011). To accomplish this I included a variety of activities in each day's lesson plan so that there

are continuous opportunities for me to determine if any changes or interventions would be needed. There is an initial diagnostic assessment of the vocabulary words that takes place on the first day of the unit. Some of the work I created serves as both practice of a particular skill and a brief assessment of student vocabulary understanding. For instance, when students are asked to write their own sentences that correctly use the vocabulary words, I have the ability to see their work and determine whether or not they demonstrate an understanding of the term. In instances where it is shown that a student does not fully comprehend the word's meaning, reteaching can then occur.

Summative assessments are best when they take the form of performance tasks that offer authentic opportunities focusing on the application of knowledge and skills in a realistic scenario (Chappuis et al., 2012; Wiggins & McTighe, 2011). Given that understanding, I developed summative assessments that allowed students to express their understanding of content and their mastery of unit vocabulary. I used the information in *CASL* from chapter 7 to aid in the design of the summative assessment and the rubric that corresponds with it (Chappuis et al., 2012). This led me to create a table that can be used to systematically plan a performance assessment and clearly state to students the intent and procedures of the assessment (Appendix G). The resulting summative assessment takes place over the last two days of the unit. It asks students to pretend there is a new student who missed the first unit of the year. In order to help the new students, they must select one of the three key topics of the unit, determine what information is essential for that new students to know, and create a video that could be shown to the student to teach him or her about the missed content. The same chapter in *CASL* contained clear guidance that I used to create a rubric for this performance task (Chappuis et al., 2012). Although

this curriculum unit was written with a focus on vocabulary instruction, the summative assessment addresses both the language targets and the content learning targets. This was done because the ultimate goal of learning the vocabulary is for students to use it correctly in the context of the unit content.

Learning plan. There are eight components of the SIOP model which, when broken down further, equate to thirty total features that span the whole lesson planning process (Echevarria et al., 2008). Appendix A outlines those components and features and how each were fulfilled in the curriculum writing process. Since so many SIOP characteristics were included in my curriculum project, the format and content of my daily lesson plans were heavily influenced by SIOP lesson plan templates found in *Making Content Comprehensible for English Learners: The SIOP Model* (Echevarria, et al., 2008). Appendix H shows the template created for this project. Incorporating SIOP features into the lesson plan template ensured that the lesson plans I developed included steps that are essential to teaching in the sheltered instruction setting. It should also be noted that many of the SIOP features mirrored the best practices in vocabulary instruction that were found during the literature review.

UbD, *CASL*, and SIOP all emphasized that teachers should be explicit with their students about the objectives of each lesson (Chappuis et al., 2012; Echevarria, et al., 2008; Wiggins & McTighe, 2011). By centering their minds on the results to be achieved, students are not left to wonder what about the purpose of their class time. Each daily lesson plan begins with the teacher directing the class's attention to the learning targets and language targets. This, along with background building and activation of prior knowledge activities make up the Anticipatory Set section of the daily lesson plans.

The final resource that I employed in my curriculum development plan was a six-step process for teaching new terms as found in chapter three of Marzano and Pickering's book *Building Academic Vocabulary: Teacher's Manual* (2005). Having researched many different vocabulary teaching strategies in the literature review I found that this process included key strategies meant to aid students in the initial stages of learning a word as well as additional steps to continue the vocabulary acquisition process. This section of the daily lesson plans is called Lesson, Practice, and Application. It was at this point that the integration of many of the vocabulary learning strategies found through the literature review would be incorporated.

Because this curriculum is focused on vocabulary instruction, I knew that a necessary component would be a unit glossary. For years now I have utilized unit glossaries in my social studies classes. They normally serve as part of the initial steps of teaching vocabulary words as well as a means of refining understanding and studying. Although I have regularly revised and improved these unit glossaries, the information from the literature review and Marzano and Pickering's six-step process greatly influenced the form the unit glossary took in this project (Appendix I). Initially, students are provided with the word, its part of speech, its definition, and connected words with the same root. Throughout the unit the class must return to the unit glossary to add important information. An image selection activity requires students to understand the terms meaning within the context of the unit and to discuss their justifications for selecting a particular image to represent a given term. Once an agreement has been reached, the chosen image is added to the unit glossary. In practice, any significant

encounter with a unit vocabulary word could be noted in a section of the unit glossary. Further discussion of how this may occur can be found in the subsequent paragraphs.

I developed activities that provided scaffolds for learners at various steps in the lessons and multiple opportunities to use the knowledge and skills they had learned. As stated in the section discussing formative assessments, some of the activities are not only practice for skills, but an opportunity for me to assess a student's understanding of the vocabulary word. Because it is important to encourage frequent use of the target vocabulary while providing scaffolds at gradually decreasing levels of support, I spread out the practice of students using the vocabulary words in originally generated sentences over the course of four days (Donnelly & Roe, 2010; Short et al., 2011). First, on day three of the unit students are given three sentences for each vocabulary word. They have to select from this group the sentence which correctly uses the term. During class discussion, they must provide a justification for why that particular sentence was the correct one. The next day, students are asked to work with a partner to complete sentence stems about the vocabulary words. The next day they will form groups, compare their responses with each other, and add those responses to the unit glossary. Completing these steps should better prepare students for the individual task of composing their own original sentences using the target vocabulary words. For this activity, students are to select the five vocabulary words they feel are the most difficult. There are two reasons for having students select five challenging words. One reason is that there is inherently more practice needed on more difficult words. The other reason is that, by identifying which words are more difficult, students signal to me which words require further

discussion and clarification. Like before, the sentences created through this activity should be added to the unit glossary.

It was important when creating this curriculum to include opportunities to teach independent vocabulary learning strategies. I often explain these strategies to students as skills that they need to have because they will not always have a teacher around to tell them the meaning of an unknown word. For that reason I included lessons on identifying unknown words, using online resources to find their meaning, or how to use context clues to gain a clearer understanding of a word's meaning. I also provided opportunities for students to practice those strategies with supports.

The last section of the daily lesson plans is titled Review and Assessment. As stated earlier when discussing the Anticipator Set section of the lesson plans, the three frameworks, *UbD*, *CASL*, and SIOP all expressed the need for teachers to review the lesson objectives with the class (Chappuis et al., 2012; Echevarria, et al., 2008; Wiggins & McTighe, 2011). For this reason I included this step again in the Review and Assessment section of the daily lesson plans, reinforcing the importance of explicitly framing the learning goals for the students.

A few researchers recommended that vocabulary curriculum should include an avenue for students to reflect on their learning and communicate feedback to the teacher (Chappuis et al., 2012; Echevarria, et al., 2008; Marzano & Pickering, 2005; Short et al., 2011). The learning log and progress tracking plan are placed at the end of every lesson so students can engage in guided reflection on their learning and study habits (Figure 7). Each day students are asked a set of questions that require them to write about the vocabulary learning process. They also should record the number of words they believe

they know at that point and how many minutes they spent studying since the last learning log. By actively involving students in metacognitive deliberation, I intend for students to take on more ownership of their learning.

Day	Learning Log	Number of Vocabulary Words I Know	Study Time Since Last Learning Log
2	Today we selected images to go with our words and definitions. Why do you think having images for each word might help you study? Which words were the hardest to choose images that match? Why do you think those words were harder to find images that match? **Sentence stems for students who need scaffolded writing support:** *I think having images for each word is helpful because… I think _____ was harder to find an image for because…* Reflect on how many of the vocabulary words you think you know. Write that down on your Progress Tracking Plan. Write down how many minutes you studied vocabulary since yesterday's class.	___ / 20	____ minutes

Figure 7 Day 2 of the Learning Log and Progress Tracking Plan.

Games can be an effective and engaging means for vocabulary learning and review (Marzano & Pickering, 2005). Although I only included one game in this unit, I have a variety of resources to pull from in order to design games for future units.

Summary of the curriculum writing process. By forging together the central components of these various curriculum resources I hoped to maximize the integrity of the final project. At each step of the process I primarily referenced the resource that most closely focused on that aspect. I looked to *UbD* for unit structure, backwards design, and an initial focus on the desired results my project was seeking to achieve. To deepen my

understanding of assessment design and implementation I used *CASL*. In order to adapt this work to meet the linguistic needs of my English learners I used the SIOP model to determine the structure of individual lessons. Finally, to ensure the effectiveness of initial vocabulary instruction and subsequent review, I applied the structure set forth by Marzano and Pickering in *Building Academic Vocabulary: Teacher's Manual* while also incorporating strategies found through the literature review. While I was worried that I might have difficulty aligning four different educational models into one cohesive unit plan, I believe that the end result of this holistic approach has greater validity and personal utility.

Timeline for completion

The creation of this curriculum unit plan occurred during the summer semester of 2018. The implementation of this plan will begin at the end of August of the same year. Despite the fact that the curriculum written only directly involves one history unit, this work and the procedures set in place will influence the remainder of the year's units as I continue to develop and refine the new curriculum being implemented. Like all valid curriculum this will be continuously reevaluated, revised, and reviewed. Much of the work included is readily adaptable to any other unit, so the foundation that this first unit provides will be very beneficial moving forward.

The first actionable step in implementing this plan will be to load the work onto the class's OneNote page. Linking to a district OneNote page would not be accessible to those outside the district, so I created everything in word processing documents for the purposes of this capstone project. At the beginning of the school year this work will be copied and pasted it into my class OneNote pages and shared with students. Thankfully,

minimal formatting issues arise when doing this, so the process will be very easy and quick.

To achieve the goal of influencing mainstream social studies teachers, I will share my unit plans with them during weekly Professional Learning Community (PLC) meetings. Conversations about this project were already underway prior to summer break, so my colleagues are already aware of the work I have now completed. Because I intentionally designed the curriculum unit to mirror the wording and format of existing district documents, sharing this work with other teachers should require minimal explanation. If further support is needed I will make myself available at other times if necessary.

Summary

In this chapter I described all the aspects that are necessary for understanding the context of this curriculum writing project, the frameworks that were foundational to its structure and creation, the materials which comprise the final product, and the rationale that supports the choices that were made at each stage. Through this process I gained insights that will help me as I continue to develop my sheltered-instruction US history classes. In addition, I acquired useful information that I can share with mainstream teachers regarding vocabulary instruction.

CHAPTER FOUR

Conclusions

Teaching in a sheltered-instruction setting requires teachers to instruct English learners in grade-level curriculum while providing instruction that develops students' English language proficiency. As a sheltered-instruction social studies teacher, I have always tried to balance the content needs and the linguistic needs of my students. I continually reflect on my teaching and the effects my choices have on student learning. Although I have a desire to improve my effectiveness as a teacher, I have very little time during the school year that I can devote to designing better instructional practices. Additionally, I have a desire to aid other teachers in their efforts to better reach the English Learners (ELs) in the mainstream, but coordinating efforts between departments proves to be difficult. Now, a shift in my district from letter-based grades to standards-based grades has initiated changes in our social studies curriculum. As a result, I have spent time over the last year and a half working on new curriculum materials with my mainstream social studies colleagues. In doing so, I recognized this as an opportunity to revamp my instruction practices and design sound curriculum that, at its foundation, blends both content understanding and language development in a systematic fashion. To guide my efforts I have committed to the following research question: *How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?*

Vocabulary Curriculum Design Project. Through years of teaching sheltered-instruction social studies classes and providing homework assistance to advanced ELs in

the mainstream, I have come to the belief that a major impediment to content understanding is a student's inadequate vocabulary base. To address this concern, I have developed curriculum materials that embed research-based best practices in vocabulary instruction into the overall social studies content. In doing so I have composed unit materials that include language targets, generated summative and formative assessments, and produced lesson plans that coordinate with each other to deliver robust vocabulary instruction within the context of the unit's topic.

In this chapter, I will first address the impact that a review of vocabulary literature had on my project. Second, I will predict what impact this project will have on my teaching and on that of other teachers in my district. Finally, I will discuss the limitations inherent in this project and provide recommendations for future related scholarship.

Major Conclusions from the Literature Review

Researching various topics related to vocabulary was both illuminating and rewarding. Given the size of the project I had planned to undertake, I was worried that the topic I elected to focus on would have few resources or turn out to be less significant than I thought it might be. It was daunting to begin a process without an assurance that what you set out to do is worthwhile. Thankfully, through completing my literature review I found evidence that supported my hope that this topic was important, and I discovered new strategies that I am excited to use throughout my teaching.

The importance of vocabulary understanding to content learning. There were many findings that reinforced the notion that effective vocabulary instruction plays a vital role in students' reading comprehension and content understanding (Apthorp, Randel, Cherasaro, Clark, McKeown, & Beck, 2012; Beck & McKeown, 1984; Duff, Tomblin, &

Catts, 2015; Harmon, Hedrick, & Wood, 2005; Joshi, 2005; Marzano & Pickering, 2005; McKeown, & Beck, 2012; National Reading Panel, 2000; Short, Vogt, Echevarria, Liten-Tejada, & Seidlitz, 2011; Stahl & Fairbanks, 1986). Not only is vocabulary knowledge required in order for students to comprehend content, but that vocabulary is the main vehicle for them to communicate their understanding (Apthorp et al., 2012; Beck & McKeown, 1984; Joshi, 2005; Marzano & Pickering, 2005; Short et al. 2011; Stahl & Fairbanks, 1986). Given this link between vocabulary and content learning, I recognize the supportive role robust vocabulary instruction plays when teaching content.

The most significant surprises from my research were related to social studies textbooks. I was amazed to learn that textbook reading is overwhelmingly the main medium of content delivery in social studies classes (as cited in Alexander-Shea, 2011). In addition, research reveals that most social studies textbooks lack built-in text supports that aid in student comprehension (Alexander-Shea, 2011; Beck, 1991; Brown, 2007; Harmon & Hedrick, 2000; Harmon, Hedrick & Fox, 2000; Hedrick, Harmon & Linerode, 2004; Reutebuch, 2010). This deficiency in reading scaffolds negatively impacts students' ability to learn when textbooks are the only media used to present classroom content. Since social studies textbooks are imperfect vessels for learning content, the need to support students when reading the textbook is paramount. As a result, I hope to encourage and offer guidance to the other social studies teachers in my district to provide proper reading scaffolds and vocabulary instruction to minimize barriers to understanding.

Best practices in vocabulary instruction. There were multiple strategies that I came across through the literature review and I compiled them into a table to organize

them and share with colleagues (Appendix J). Several strategies were encouraged by multiple sources. The strategies ranged from broad educational ideas to specific activities. I frequently referred to this list as I wrote my vocabulary curriculum, ensuring that I included as many elements as possible.

I learned that when selecting vocabulary words it is important to focus on "tier 2" words that hold general utility across content areas (Apthorp et al, 2012; Beck & McKeown, 1984). When choosing terms, I tried to select as many of these kinds of words as possible while also ensuring that the words I selected provided the proper context for the content being taught.

Certain strategies focused on skills to help students learn words on their own. These included teaching students how to use context clues and learning Greek and Latin roots along with other word parts. Also, it is important to give resources and opportunities to use technology to aid in vocabulary learning through online dictionaries and thesauri. The goal of building these skills is to give students an understanding of ways to figure out a word's meaning without the aid of someone else. In my work I include opportunities to teach context clues and word parts and offer technology as a scaffold for student learning.

Some strategies related to the delivery of content within a lesson. This included adapting and revising the texts to aid in student understanding. I do this often, either through the utilization of a variety of text sources that address the same content at a more manageable reading level, or by rewriting or summarizing the text and providing that for the students. Also, it is helpful that teachers not rely solely on a textbook and try to

employ a variety of media when delivering content, which I try to do through the inclusion of videos, websites, photographs, and other primary and secondary sources.

Many strategies dealt with the activities and the process of teaching target vocabulary. I tried to incorporate these into the lesson plans I created. These strategies include: activating prior knowledge, teaching targeted vocabulary words in context, student-friendly definitions, student-generated definitions, synonyms and antonyms, word parts, word origins, graphic organizers and visual representations of target vocabulary, semantic/structural analysis of target vocabulary, concept mapping, scaffolds to help students generate sentences using the vocabulary words, frequent activities that require students to apply the vocabulary to the content via writing and discussion, and student self-monitoring of progress. While some of these were already strategies that I used throughout my teaching, it was important that I deliberately included them in my plan so I can provide clear examples to my colleagues. Later in the chapter I will discuss specific steps on how this integration occurred and how I plan to share these strategies with others in my district.

Implications of the Project

Implications on my Teaching. As the 2018-2019 school year approaches, I am looking forward to putting my work into action. I anticipate several positive outcomes from completing this curriculum project. I was already familiar with some of the strategies and activities in this plan, having taught sheltered instruction social studies for several years. One significant difference now is that I have vastly increased the number of strategies and activities readily at my disposal, ensuring that the lessons I teach are centered on educational research. Also, although I have made gradual progress in

integrating language learning into my social studies curriculum over the years, this project does so systematically and in a manner that can be easily replicated in other units for my classes and for mainstream classes taught by my colleagues.

Through incorporating the key characteristics of these different curriculum resources, I learned that effective lesson planning takes patience and time. I am glad I chose to write curriculum for my capstone project because it has afforded me the opportunity to focus my time and effort towards a worthwhile goal. During the school year, my planning periods are mostly consumed by meetings, documentation, testing, and other administrative tasks. I have little to no time during the day to spend working on curriculum or grading, so most of that takes place if I stay late to work or bring it home. Working on this project gave me the incentive to use my summer hours in a way that will yield results during the school year. The research I have done and the work I have completed will help me beyond the units that I've created. I am now a more capable lesson planner, able to readily apply the design frameworks I have used and incorporate strategies that will lead to maximal learning potential. I have always been very deliberative and slow when putting together my lessons. By steeping myself in this process, I have committed many best practices to memory. In this way I hope to increase the speed at which I plan lessons, while also improving the effectiveness of those plans.

Implications of the project on my district. By completing this curriculum writing project on vocabulary I have immersed myself in influential vocabulary research and my district's 8th grade social studies curriculum materials. By integrating my knowledge of the former into the work of the latter, I have become intimately familiar with each unit plan. In doing so I have found certain aspects of the work that I feel might

warrant reevaluation and revision. Specifically, I think there could be some changes to the proficiency scales for each quarter, possibly to add another section which assesses vocabulary on its own, separated from the content. If this isn't done, then it would be valuable for the mainstream teachers to align each vocabulary word with the relevant learning target and corresponding domain on the proficiency scale. Once the transition is made to standard-based grades, I believe this will help them to know how to grade vocabulary during the assessment process. Due to the nature of curriculum writing in my district, I cannot make changes or decisions on my own, so I intend to address those issues with my colleagues during our weekly professional learning community meetings.

Another area I could be of help is in the development of assessments. Since beginning this project, I have spent ample time learning the process of developing effective summative and formative assessments. I can help ensure that the assessments these teachers make correlate to the learning targets that have already been determined.

The most significant recommendations that I can make to my colleagues would impact their vocabulary teaching. First, I can show them the many strategies and activities that I have incorporated into my curriculum plan. Second, I can share the completed materials with them so they may use them as a template for their own work. Also, I can implore them not to rely on the vocabulary activities found in the teacher's edition of their social studies textbook, since it will likely not be comprehensive enough nor will it provide a sufficient number of opportunities to review vocabulary in authentic and meaningful ways (Alexander-Shea, 2011; Beck, 1991; Harmon et al., 2000). I can help them develop ways to build into their lesson plans numerous authentic opportunities for students to engage with and use vocabulary words when discussing content. Finally, I

can be a resource for questions and to help troubleshoot issues that arise during this process.

I believe that I have gained knowledge and expertise through this project that makes me an asset to not only the other 8th grade social studies teachers, but to teachers throughout my school. I meet regularly with the other English learner teachers on my team and can offer similar assistance and guidance to them as I described above.

Final Reflections on the Project

Limitations of the project. Although this project was a productive and worthwhile undertaking, it is not without limitations. Although I am benefiting from completing work that directly and immediately impacts my classes in the fall, I will not be starting school with vocabulary instruction integrated into the entire year's curriculum. As a result, I will have to continue to use the knowledge from this project and continue to apply it to the rest of the course's content. Also, the intended influence of my project on the rest of the 8th grade social studies teachers and their classes is not fully within my control. In order to impact the education of mainstream students, including ELs who are not in my sheltered instruction classes, I must trust that the other teachers are receptive to my advice and input. Once the school year begins, time to work on curriculum is limited. If the district determines that we must use our professional learning community meetings for other purposes, there will be less time to share my work and aid others in bolstering their vocabulary instruction.

Recommendations for future related projects. I have a few recommendations for those interested in future curriculum writing projects that relate to vocabulary instruction. First, make it a goal to develop materials that are general enough so that their

use may be easily adapted to other content, but not so general that they do not meet the requirements of a rigorous and effective vocabulary curriculum. Also, I feel there could be more research into the area of vocabulary word selection and alignment with learning targets. Although there were some resources that aided me in making my selections, I felt the strain of wanting to address all relevant terms within the unit. The lists that I initially developed sometimes contained more than triple the words than the final lists because I recognized that the number of words needed to be manageable to teach and reasonable for kids to be able to learn within a given unit. As a result there were many potential vocabulary words that I felt conflicted about and ultimately removed from the final lists. It would be helpful to have a framework that guides teachers through this process.

Summary

The process of developing this vocabulary curriculum was, at times, tedious and frustrating, but I am well pleased with the final product I have produced. It was crucial that I maintained my focus on the research question at hand: *How can middle-school US history teachers in my district integrate research-based vocabulary instructional methods into their classes for the benefit of all students?* By delving into vocabulary research and curriculum writing, I have gained a deep understanding of the process of sound curriculum design and the integration of effective vocabulary methods. I am excited that I will begin this school year better prepared than ever to deliver lessons that will help my students' improve their language skills and will support their content understanding. By completing this project, I have learned more about myself as a scholar and educator. I am confident that I now possess the expertise to educate my colleagues in ways that can

positively affect students across the building and fulfill the goals I set out at the beginning of this process.

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Appendix A

Components of Curriculum Frameworks and Their Incorporation into the Unit Plan

Framework	Necessary components from the framework to incorporate into curriculum plan	Plan for incorporating components of the framework
Understanding by Design	Identify desired results	· Standards: state and C3 standards · proficiency scales and enduring understandings · EQs and learning targets from unit plans · Rubrics
Understanding by Design	Determine assessment evidence	· Performance tasks - include as part of summative assessments · Other evidence – formative assessments and student work
Understanding by Design	Plan learning experiences and instruction: Transfer, Meaning making, acquisition	· Curriculum maps · Daily lesson plans

Classroom Assessment for Student Learning	**Clear purpose for assessments** Who will use the information—instructors, students, others? How will the information be used—assessment of or for learning? What information, in what detail, will be required? Do classroom assessment practices meet students' information needs if they are to be among the intended users? Is there a plan for how assessment for and of learning fit together over time?	· Establish the users of the information · Formative assessments for determining base knowledge · Continued regular formative assessments to gauge student understanding · Summative assessments
Classroom Assessment for Student Learning	**Clear targets** Are learning targets stated, easy to find, and in user-friendly language? What kinds of achievement are to be taught and assessed—knowledge, reasoning, performance skills, products? Are the learning targets the focus of instruction; is there alignment between targets, instruction, and assessment?	· Writing and posting of learning targets/objectives · *Align assessment type with target type: ie performance task to show competency in a performance skill · Alignment from target to instruction to assessment

Classroom Assessment for Student Learning	**Sound design** Do the assessment method(s) (selected response, short answer, extended written response, performance assessment, personal communication) match the kind of learning target(s) to be assessed? Do the learning targets represent what was taught? (Or what will be taught?) Does the relative importance of each learning target match its relative importance during instruction? Is the sample size large enough to inform the decisions intended to be made, or is it part of a larger plan to gather evidence over time? Do the assessment items, exercises, scoring procedure, and scoring guides/rubrics adhere to standards of quality? Is there anything in the assessment itself or in the conditions under which it is administered that could lead to inaccurate estimates of student learning?	· Matching assessments to learning targets · *Align assessment type with target type: ie performance task to show competency in a performance skill · Quality assessment items, exercises, scoring procedure, and scoring guides/rubrics

Classroom Assessment for Student Learning	**Effective communication** Formative assessment Does feedback focus on what was taught and describe what was done well as well as what needs work? Are formative results communicated so that there is time to act on them? Is feedback descriptive rather than evaluative? Are students engaged in tracking, reflecting on, and sharing their progress? Summative assessment Do grades communicate achievement accurately?	· Assessments guide instruction: Differentiated assessments based on individual student needs · Assessments as timely and effective feedback · Achievement tracked by learning target and standard: match each term with the concept, learning target, and appropriate part of the proficiency scale · Students have a role in tracking their progress: create a log or chart to track
Classroom Assessment for Student Learning	**Student involvement** Do students have a clear vision of the intended learning? Is the assessment designed so that students can use the results to self-assess and set goals? Do students receive and offer effective descriptive feedback during the learning? Do students have opportunities to engage in further learning before the graded events?	· Opportunities for students to engage further in learning before grading occurs · Students use results to set goals · Learning logs students receive feedback and students give feedback

Sheltered Instruction Observation Protocol model	PREPARATION 1. Content objectives defined, displayed, and reviewed each day. 2. Language objectives defined, displayed, and reviewed each day. 3. Content concepts appropriate for age and educational background of students 4. Supplementary materials used to a high degree (graphs, models, visuals) 5. Content adapted (e.g., text, assignment) to all levels of student proficiency 6. Meaningful activities integrated into lesson concepts with language practice opportunities for reading, writing, listening, and speaking	· Content objectives · Language objectives · Supplementary materials · Differentiated materials · Deliberate and outlined incorporation of the four language domains
Sheltered Instruction Observation Protocol model	BUILDING BACKGROUND 7. Concepts explicitly linked to students' background experiences 8. Concepts explicitly linked to past learning. 9. Key vocabulary emphasized.	· Background building · Activating prior knowledge · Preselected tier 2 vocabulary that matches the content (text, video, sound file, etc)
Sheltered Instruction Observation Protocol model	COMPREHENSIBLE INPUT 10. Speech in classroom is appropriate for students' proficiency levels. 11. Clear explanations of academic tasks provided 12. Variety of techniques used to make content concepts clear.	· Based on the English proficiency level of my students I adjust my input accordingly.

Sheltered Instruction Observation Protocol model	STRATEGIES 13. Ample opportunities provided for students to use learning strategies 14. Scaffolding techniques consistently used throughout lessons 15. Variety of questions and tasks used throughout lessons that promote higher-order thinking skills.	· Teaching of strategies and opportunities for use · Scaffolded work for gradual release and/or differentiation: academic language scripts, sentence starters, cloze notes, · Higher-Order questions
Sheltered Instruction Observation Protocol model	INTERACTION 16. Frequent opportunities planned for interaction and discussion among students and between teacher and students. 17. Grouping configurations support language and content objectives of lesson. 18. Sufficient wait time provided for student responses. 19. Ample opportunities provided for students to clarify key concepts in their first language (L1) as needed	· Turn and talks · Class discussions with required and structured/scaffolded use of vocabulary: academic language scripts · Incorporation of L1 when possible

Sheltered Instruction Observation Protocol model	PRACTICE AND APPLICATION 20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge. 21. Activities provided for students to apply content and language knowledge. 22. Activities planned that integrate all language skills: reading, writing, listening, and speaking	· Activities that require application of vocabulary words to content at hand AND to current events or scenarios · All language domains
Sheltered Instruction Observation Protocol model	LESSON DELIVERY 23. Content objectives clearly supported by lesson delivery. 24. Language objectives clearly supported by lesson delivery. 25. Students engaged approximately 90-100% of the period. 26. Pacing of lessons appropriate to students' ability levels.	· Content objectives highlighted at the beginning of class and reviewed at the end · Language objectives highlighted at the beginning of class and reviewed at the end ·

Sheltered Instruction Observation Protocol model	REVIEW AND ASSESSMENT 27. Key vocabulary clearly reviewed. 28. Key content concepts clearly reviewed. 29. Frequent feedback provided to students on their output. 30. Assessment of student comprehension and learning of objectives conducted throughout lesson	· Explicit and repeated review of target vocabulary in each day's lesson plan · Student feedback via learning logs · Continual and varied assessment throughout lessons
Marzano and Pickering's Six Step Process for Teaching New Terms	1. Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)	· Unit Glossary · Use of OneNote or other resource for student-generated glossary
Marzano and Pickering's Six Step Process for Teaching New Terms	2. Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)	· Unit Glossary · Writing own definition activity
Marzano and Pickering's Six Step Process for Teaching New Terms	3. Ask students to construct a picture, symbol, or graphic representing the word.	· Unit Glossary · Image selection activity

Marzano and Pickering's Six Step Process for Teaching New Terms	4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.	· Repeated and authentic review of terms in context · Continual addition of content to the Unit Glossary
Marzano and Pickering's Six Step Process for Teaching New Terms	5. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)	· Partner work · Classroom discussions
Marzano and Pickering's Six Step Process for Teaching New Terms	6. Involve students periodically in games that allow them to play with terms.	· Vocabulary review game

Appendix B

Grade 8 Social Studies Proficiency Scale for Quarter 1 (Created by West Fargo Public School District staff)

	1 = Novice	**2 = Partially Proficient**	**3 = Meeting Expectations**	**4 = Exceeding Expectations**
Geography	**Identify** how geography impacted immigration patterns, transportation, **OR** technology in the United States in the early 20th Century, **with structured support.**	**Identify** how geography impacted immigration patterns, transportation, **OR** technology in the United States in the early 20th Century.	Explain how geography impacted immigration patterns, transportation, and technology in the United States in the early 20th Century. (D2.Geo.5.6-8, D2.Geo.6.6-8, D2.Geo7.6-8, RH.6-8.4)	Explain how geography impacted immigration patterns, transportation, and technology in the United States in the early 20th Century, **and provide an in-depth analysis and reflection of at least one specific geographical impact.**
History & Culture	**Identify a factor of** the impact and process of immigration on the United States and North Dakota **OR identify** the rationale for expansion, **with structured support.**	**Identify key factors of** the impact and process of immigration on the United States and North Dakota **OR identify** the rationale for expansion, and the impact on a minority group.	Analyze the impact and process of immigration on the United States and North Dakota **AND** explain the rationale for expansion, and the impact on minority groups. (NDSS.8.2.1, 8.2.9, 8.2.10, RH.6-8.4)	Analyze the impact and process of immigration on the United States and North Dakota and explain the rationale for expansion, and the impact on minority groups, **providing an in-depth reflection of the impact on at least one group.**

Economics	**Identify** an economic issue or decisions in a market economy; or the roles of buyers, sellers, and competition during the Industrialization Era, **with structured support.**	**Identify** economic issues and decisions in a market economy; **or** the roles of buyers, sellers, and competition during the Industrialization Era.	Explain how economic issues affect decisions in a market economy; and the roles of buyers, sellers, and competition during the Industrialization Era. (D2.Eco.1.6-8, D2.Eco.2.6-8, D2.Eco.3.6-8, D2.Eco.4.6-8, RH.6-8.4)	Explain economic issues and decisions in a market economy; and the roles of buyers, sellers, and competition during the Industrialization Era, **providing an in-depth reflection of the impact of at least one issue or decision during that Era.**
Government & Citizenship	**Identify** a power or responsibilities of citizens and their affiliated societal groups during the industrial age, **with structured support.**	**Identify** the powers and responsibilities of citizens and their affiliated societal groups during the industrial age.	Distinguish the powers and responsibilities of citizens and their affiliated societal groups during the industrial age and the means utilized to change society, and promote the common good. (D2.Civ.1.6-8, D2.Civ.14.6-8, RH.6-8.4)	**Analyze** the powers and responsibilities of citizens and their affiliated groups during the industrial age and the means utilized to change society, and promote the common good, **providing an in-depth analysis and reflection of at least one societal change.**

Appendix C

Enduring Understandings and Essential Questions for Quarter 1 (Created by West Fargo Public School District staff)

Enduring Understandings for Quarter 1: Underlined Enduring Understandings that are most relevant to this unit.

- Urbanization had both benefits and consequences, while shifting the demographics of America.
- Progressive reform gave the poor and many minorities a voice in civil society for the first time.
- America became an imperialistic power because of economic, military, and ideological needs in the late nineteenth and early twentieth centuries.
- Industrialization transformed many types of industry in the United States that significantly changed the social, political, and economic landscape of America.
- <u>Immigration played a significant role in the development of modern American society.</u>

Essential Questions for Quarter 1: Underlined Essential Questions that are most relevant to this unit.

- <u>How did the building of the transcontinental RR affect the US?</u>
- <u>What is a reservation? Why were they created and what was the impact today?</u>
- <u>How did settlement of ND lead to statehood?</u>
- <u>Why was the US a magnet for immigrants?</u>
- How did Big Business affect the economy and production of consumer goods?
- What historic examples of science and technology impacted the US?

Appendix D

Unit 1 Rubrics for each Learning Target divided by area on the Proficiency Scale

(Created by West Fargo Public School District staff)

I can explain how the building of the transcontinental RR affected the U.S.			
Geography	• Explain how physical geography of the US created a need to build the transcontinental railroad.		
	Novice (1) Identify how a factor of physical geography of the US created a need to build the transcontinental railroad with structure support.	Partially Proficient (2) Identify how physical geography of the US created a need to build the transcontinental railroad.	Meeting (3) Explain how physical geography of the US created a need to build the transcontinental railroad.
History & Culture	• Analyze and articulate the impact of the transcontinental railroad on minority groups and immigration.		
	Novice (1) Identify an impact of the transcontinental railroad on minority groups or immigration with structured support.	Partially Proficient (2) Analyze and articulate the impact of the transcontinental railroad on minority groups or immigration.	Meeting (3) Analyze and articulate the impact of the transcontinental railroad on minority groups and immigration.
Economics	• Analyze the impact of the transcontinental railroad on the economy.		
	Novice (1) Identify an impact of the transcontinental railroad on the economy.	Partially Proficient (2) Analyze and articulate the impact of the transcontinental railroad on the economy.	Meeting (3) Analyze and articulate the impact of the transcontinental railroad on the economy.

I can explain how settlement of ND led to statehood.			
Geography	• Explain how geography impacted immigration patterns to North Dakota.		
	Novice (1) Identify how geography impacted immigration patterns to North Dakota with structured support.	Partially Proficient (2) Identify how geography impacted immigration patterns to North Dakota.	Meeting (3) Explain how geography impacted immigration patterns to North Dakota.
History & Culture	• Explain the factors that led North Dakota to becoming a state		
	Novice (1) Identify a factor that led North Dakota to becoming a state with structured support.	Partially Proficient (2) Identify the factors that led North Dakota to becoming a state.	Meeting (3) Explain the factors that led North Dakota to becoming a state.
	• Explain the impact immigration to North Dakota had on local tribes.		
	Novice (1) Identify the impact immigration to ND had on local tribes with structured support.	Partially Proficient (2) Identify the impact immigration to ND had on local tribes.	Meeting (3) Explain the impact immigration to ND had on local tribes.

I can define reservation and explain why they were created.			
History & Culture	• Explain why westward expansion and other conflicts led to creation and utilization of reservations.		
	Novice (1) Identify a factor that led to creation and utilization of reservations with structure support.	Partially Proficient (2) Explain why immigration or other conflicts led to creation and utilization of reservations.	Meeting (3) Explain why westward expansion and other conflicts led to creation and utilization of reservations.

I can analyze and explain the impact of reservations today.			
History & Culture	• Explain the impacts of force assimilation on Native Americans.		
	Novice (1) Identify an impact of force assimilation on Native Americans with structure support.	Partially Proficient (2) Identify the impacts of force assimilation on Native Americans.	Meeting (3) Explain the impacts of force assimilation on Native Americans.
Economic	• Explain the economic impact of reservations on Native Americans in North Dakota then and now.		
	Novice (1) Identify the economic impact of reservations on Native Americans in North Dakota then or now with structure support.	Partially Proficient (2) Explain the economic impact of reservations on Native Americans in North Dakota then or now.	Meeting (3) Explain the economic impact of reservations on Native Americans in North Dakota then and now.

Appendix E

Learning Targets from the Unit Rubrics Rewritten in EL Student-Friendly Language

Unit 1 Learning Targets connected to related strands on the Quarter 1 Proficiency Scales	Learning targets rewritten in EL student-friendly language
Learning Target: I can explain how the building of the transcontinental RR affected the U.S.	I can explain how the transcontinental railroad changed the U.S.
● Geography o Explain how physical geography of the US created a need to build the transcontinental railroad.	I can explain why there was a need to build the transcontinental railroad.
● History & Culture o Analyze and articulate the impact of the transcontinental railroad on minority groups and immigration.	I can analyze how the transcontinental railroad changed the lives of minority groups in the U.S. I can analyze how the transcontinental railroad change immigration to the U.S.
● Economics o Analyze the impact of the transcontinental railroad on the economy.	I can explain and analyze how the transcontinental railroad changed the economy of the U.S.
Learning Target: I can explain how settlement of ND led to statehood.	I can explain how settlement of ND led to statehood.
● Geography o Explain how geography impacted immigration patterns to North Dakota.	I can explain how North Dakota's geography led to settlement by immigrants.
● History & Culture o Explain the factors that led North Dakota to becoming a state.	I can explain the reasons that North Dakota went from being a territory to becoming a state.

● History & Culture o Explain the impact immigration to North Dakota had on local tribes.	I can explain how settlement of North Dakota changed the lives of local tribes.
Learning Target: I can define reservation and explain why they were created.	I can define reservation and explain why they were created.
● History & Culture o Explain why westward expansion and other conflicts led to creation and utilization of reservations.	I can explain the reasons why reservations were created and used in the U.S.
Learning Target: I can analyze and explain the impact of reservations today.	I can analyze and explain what life is like on reservations today.
● History & Culture o Explain the impacts of forced assimilation on Native Americans.	I can explain how Native Americans were forced to assimilate and how that changed the lives of Native Americans.
● Economic o Explain the economic impact of reservations on Native Americans in North Dakota then and now.	I can explain and analyze how the reservations changed the economy of North Dakota.

Appendix F

Sample Language Targets

Language Domain	Language Target
Listening	I can identify the correct pronunciation of target vocabulary. I can identify target vocabulary when spoken by the teacher or classmates. I can identify base forms of target vocabulary and their related grammatical forms (including affixes) when spoken by the teacher or classmates (for example: settle, settler, settlement, settled). I can identify the correct definition of target vocabulary. I can identify synonyms and antonyms of target vocabulary. I can categorize target vocabulary words by part of speech. I can categorize target vocabulary words by topic. I can watch a video that includes target vocabulary. I can listen to a presentation that includes target vocabulary. I can recognize connections between content and previously studied target vocabulary. I can identify the picture that illustrates the teacher's use of the target vocabulary. I can recognize mistakes in incorrect information related to the target vocabulary. I will act out gestures that represent target vocabulary.

Speaking	I can pronounce target vocabulary words. I can read aloud a text that includes target vocabulary. I can summarize the text using target vocabulary. I can summarize the content of a presentation using target vocabulary. I can recite the definition of target vocabulary. I can define target vocabulary in my own words. I can state the main idea and key details of a text using target vocabulary. I can ask questions to clarify my understanding of target vocabulary. I can ask questions to clarify my understanding of the lesson content using target vocabulary. I can discuss the lesson content using target vocabulary. I can discuss personal connections to target vocabulary. I can use an academic language script to discuss lesson content using target vocabulary. I can discuss how affixes change the meaning of a target vocabulary word. I can discuss target vocabulary in other languages I know in order to clarify my understanding of the definition. I can describe an historical photograph using target vocabulary. I can compare and contrast various target vocabulary words within the same unit. I can read aloud a dramatization of historic events using target vocabulary. I can discuss an event from the perspective of an historical person using target vocabulary. I can express my opinion on an historical event using target vocabulary. I can debate an issue using target vocabulary. I can discuss connections between past and current events using target vocabulary. I can discuss which vocabulary instructional strategies work well for me and which vocabulary instructional strategies I struggle with understanding I can rephrase a statement to include target vocabulary. I can predict the meaning of a target vocabulary word.

Reading	I can find target vocabulary in text. I can identify words in the text that I do not know. I can find related grammatical forms of vocabulary in text (for example: settle, settler, settlement, settled). I can select the sentence that best reflects the correct use of the target vocabulary. I can select the target vocabulary word that best fits within the sentence. I can apply vocabulary learning strategies when I am reading independently. I can identify the picture that illustrates the text's use of the target vocabulary. I can identify text that relates to target vocabulary. I can make connections between the text and target vocabulary. I can chorally read a text that includes target vocabulary. I can monitor my independent reading to determine my level of understanding.

Writing	I can write the definition of target vocabulary. I can write the definition of a target vocabulary word in my own words. I can write a learning log entry reflecting on what I learned during vocabulary instruction. I can answer questions about content using target vocabulary. I can summarize the text using target vocabulary. I can state the main idea and key details of a text using target vocabulary. I can write a paragraph demonstrating my understanding of the content learning target using a variety of scaffolds. I can write an essay demonstrating my understanding of the content learning target using a variety of scaffolds. I can create a presentation tool (poster, PowerPoint, etc.) explaining the meaning of target vocabulary words. I can create a presentation tool (poster, PowerPoint, etc.) showing connections between the target vocabulary words and the lesson content. I can create a presentation tool (poster, PowerPoint, etc.) explaining the lesson content that uses the target vocabulary words. I can write a dramatization of historic events using target vocabulary. I can record my performance on vocabulary assessments. I can write a reflection evaluating my performance on vocabulary assessments. I can rephrase a statement to include target vocabulary.

Appendix G

Summative Assessment

Performance Assessment/Task planning structural framework from CASL

Knowledge students are to use	Use your knowledge of key topics related to Westward Expansion.
What students are to accomplish	Select a key topic from the unit and determine what information is essential to know so that an absent student understands the topic.
Performance or product students are to create	Create a video that could be used to teach the selected topic to a student who was absent.
Materials to be used	Class notes in OneNote, your device, and headphones with a microphone.
Timeline for completion	Selection of topics will happen one day one. Two days of work.
Conditions	Video must be over two minutes and sent to the teacher.
Help allowed	You will work alone. You may ask the teacher for feedback and guidance when necessary.
Criteria	Your video will be scored on your ability to identify the key facts about your topic, to explain those topics in your own words, to use of vocabulary related to your topic, to deliver the information clearly, and to communicate the information using correct grammar. Rubric of criteria is included.

Summative Assessment Directions

For this project you will pretend that a new student is coming to school. He or she missed the first unit of our history class and you want to help the student catch up. You will use your knowledge of key topics related to Westward Expansion to create a video that could be used to teach the selected topic to the new student.

1. Select one of the following topics as the focus of your project:
    - the transcontinental railroad
    - North Dakota statehood

- Native Americans

2. Using notes from the class OneNote page, identify key facts about your topic to teach the new student.
3. Write a script that explains the key facts of your topic in your own words.
4. Create a video of yourself clearly explaining the key facts about your topic and send it to the teacher.

Summative Assessment Rubric

Criteria	1	2	3
Identification of key topics	Identifies some of the key facts about the topic so that understanding may be incomplete AND includes incorrect information.	Identifies some of the key facts about the topic so that understanding may be incomplete.	Identifies a complete set of key facts about the topic that are required for understanding it well.
Explanation of topic	Copies facts directly from the source without rewording.	Explains parts of the topic in his or her own words.	Correctly explains the topic in his or her own words.
Use of vocabulary	Does not use key vocabulary words.	Uses some key vocabulary related to the topic OR uses key vocabulary words partial accuracy.	Correctly uses key vocabulary words related to the topic.
Delivery of information	Information in the video is not understandable.	Some information in the video is spoken clearly so that the listener understands most of it well.	Information in the video is spoken clearly so that the listener understands it well.
Grammar	Many grammar mistakes throughout the video so that it is confusing to the listener.	Grammar used throughout the video is mostly correct and mistakes are not confusing to the listener.	Grammar is correctly used throughout the video.

Appendix H

Daily Lesson Plan Template influenced by SIOP lesson templates

Unit 1: Westward Expansion – Day	
Lesson Topic	**Materials and Resources**
Unit Learning Targets	
I can explain how the building of the transcontinental RR affected the U.S. I can explain how settlement of ND led to statehood. I can define reservation and explain why they were created. I can analyze and explain the impact of reservations today.	
Language Targets that incorporate each of the four language domains	
Listening	Reading
Speaking	Writing
Vocabulary	

1. assimilation 2. battle 3. cattle 4. defeat 5. economy 6. expansion 7. homestead 8. immigration 9. minority groups 10. ranches	11. reservations 12. settle 13. settlement 14. statehood 15. territory 16. time zone 17. transcontinental (teach trans- prefix) 18. transform (teach trans- prefix) 19. treaties 20. tribe 21. tribal
Lesson's context within the larger unit	
This lesson comes on the ____ day of the unit. As for the vocabulary part of this lesson, the students: ●	
Anticipatory Set	
Language and learning targets The teacher will point to and read aloud the language targets for this lesson. Building Background Activating Prior Knowledge Discussions and Higher-Order Thinking Questions Scaffolds and Supports	
Lesson, Practice, and Application	
Presentation with comprehensible input Strategy lesson Student activities Practicing strategies Discussions and Higher-Order Thinking Questions Scaffolds and Supports	
Review and Assessment	

Review language and learning targets
The teacher rereads the learning and language targets to the class. Students can use this time to ask clarifying questions. Anything else related to this can by written into the Learning Log.

Discussions and Higher-Order Thinking Questions
Scaffolds and Supports
Assessment: Formative

Appendix I

Unit Glossary Template

Word	**Connected words with the same root**
Image	**Class definition**
Connection to unit content	**Student definition**
Connection to other content	**Class example of the word in a sentence**
Synonyms and related words	**Student-made sentence**

Appendix J

List of Best Practices in Vocabulary Instruction and the Coinciding Activities in this Curriculum Plan

Strategy	Activity
Adaptation and revision of content texts to make them more comprehensible to struggling readers	· Rewordify.com · Selection of texts at student reading levels · Rewriting text or creating notes for students · Enlarged texts for analysis
Scaffolds for the reading process, including: teaching text structures and embedded supports, context clues	· text structures taught in ELA, reinforced through SS · context clues taught in this curriculum
Target tier 2 vocabulary words	· Done during the backwards design process
Rich and direct vocabulary instruction, including: higher order questioning, engaging students in active processing and genuine production of information related to the vocabulary	· Daily lesson plans and activities · Unit Glossary
Activating prior knowledge on a given topic	· Daily lesson plans · Diagnostic assessment · Vocabulary scan from SIOP pg 38

Pre-teaching vocabulary words, including: student-friendly definitions, synonyms and antonyms, word parts, word origins, graphic organizers and visual representations of target vocabulary, semantic/structural analysis of target vocabulary, concept mapping	· Diagnostic Assessment · Unit Glossary · Word parts lessons: *trans*-- prefix
Use of sentence stems to scaffold students' ability to generate meaningful content related to vocabulary words	· Day 4 lesson plan
Teaching targeted vocabulary words in context	· Reading activities on day 2, day 4, and day 6
Frequent, structured opportunities to use and review target vocabulary, including: discussions, writing	· Daily lesson plans
Vocabulary games	· Review game on day 8
Student-generated definitions	· Unit Glossary work on day 7
Student self-monitoring of vocabulary learning	· Learning Log and Progress Tracking Plan
Structured independent reading time	· This is done by our team on a weekly rotating basis. Language arts, social studies, and science each take turns. Through this, each day students have at least 20 minutes of independent silent reading.
Use of technology such as online dictionaries and thesauri to scaffold vocabulary learning	· Unit Glossary